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# PSC 463S.01: Development Administration

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### Course Requirements

The course involves individual and group projects. Each assignment is outlined below and will be discussed more fully in class. Lateness will be penalized.

#### Group Projects

The class will be divided into teams. Each team will be expected to apply one of the following approaches to the challenges of development administration that they will deal with. The approaches, or emphases, that can be applied are: (1) growth/production; (2) resource-conservation; (3) equity/redistribution; (4) self-reliance; (5) sustainability.

#### Sept 28 Individual Essay (10%)

*Option 1:* Write a concise and persuasive essay of no more than five double-spaced pages (not including your bibliography) on the following question. Be sure to cite all references to your sources.

*Some analysts regard development administration/management as a key independent variable in the transformation of developing countries. Others suggest that development administration actually is a dependent variable, the operation of which depends on a variety of environmental and cultural contingencies. Which of these two positions is closest to your own view? Provide a thorough justification for your position.*

*Option 2:* Provide a one-page job description for a Community Development Officer (per Staudt, Case 7.1, p. 124 as amended). Then, in no more than four additional pages with reference to assigned readings and class discussions, justify your decisions regarding factors included and not included in your job description.

#### Oct 5 Group Development-planning Project (20%)

"Wajjo Awraja" case study. Submit a typed development-plan narrative and budget for Wajjo that is *consistent with one of the emphases listed above*. The narrative should not exceed five typed pages in length.

#### Oct 19-21 Group Oral Report: Critical Development Sectors and Issues (10%)

Each team will present a summary of major findings and current issues for its sector:

1. Agriculture (A)
2. Natural resources and the environment (B)
3. Health (C)
4. Refugee assistance and development (D)

### **Nov 30 Individual Final Project (35%)**

Each of the following individual "course-culmination" assignments will be allocated to an interested student. In addition to the typed report to be submitted no later than November 30, each student will deliver an in-class presentation based upon his/her final report.

1. Develop and support a creative proposal for the establishment of a multinational *Global Development Corps* (GDC).
2. Develop an *Autonomous Development Fund* for immediate introduction by proclamation in Indonesia or Tanzania. Provide an accompanying *justification* for discussion and action by the Council of Ministers that shows why Indonesia/Tanzania should institute such a fund.
3. Develop a *model training program in intercultural communication for development* that would be appropriate for AMDA staff and interns.
4. Submit a proposal to establish a joint venture between The University of Montana and Shanghai International Studies University. Develop the *joint venture's corporate-capability statement* and its *plan* to launch *training courses on "public entrepreneurship."* Provide a budget that shows the viability and suggests the long-term financial utility of the joint venture for both institutions.
5. Prepare an external evaluation of The University of Montana's *linkage project with The University College of Belize* or its *USAID project in Namibia*.
6. Prepare a *consultancy report* with recommendations for UNICEF on *decentralization for social planning in Eritrea* in accordance with a specific terms-of-reference (TOR).
7. Prepare a complete start-to-finish *design for a small-scale* (natural-resources, agricultural, urban housing, primary-education, primary-health-care, or environmental sanitation) *project* that is consistent with one of the emphases listed above. Select your own developing country and rural or urban context. The project design should include provisions for community participation; a budget; specific identification of community, government, NGO, and donor roles (if any); and an evaluation methodology.

8. Develop a consultant's *organizational-development (OD) plan for an NGO* (your choice) active in a Third-World context (your choice). Be sure to address governance structure; staffing; organizational relationships and communication; the organization's principal policies; human-resource development; monitoring, evaluation, and expenditure-tracking systems; and external relations with communities, other organizations, and donors. Your plan should be culturally sensitive.
9. Present a hypothetical proposal for an *institutional partnership in higher education for international development* that follows the 1999 application format of the Association Liaison Office for University Cooperation in Development and USAID and meets the program's four major evaluation criteria.

### **Dec 9 Group Final Project (25%)**

Submit an integrated five-year local development plan that is *consistent with one of the emphases listed above*. Country and area details will be provided by the instructor. The typed report may be lengthy and should contain references to literature read for this course. Each team also will make a 30-minute oral presentation to the class on their plan.

### **Graduate-increment Assignment**

Graduate students will prepare and lead an applied class exercise in development management – to be arranged in consultation with the instructor.

*The task remains to challenge the mythologies of the nation-state, the cult of work, the submission to authority, the imposture of groups and parties who claim to possess the truth – in short, to sift carefully through all established assumptions (for they lie at the root of many consented servitudes) with a view to satisfying all basic needs and eventually attaining the supreme luxury: free time.*

Gerald Chaliand, *Revolution in the Third World: Myths and Prospects*, 1976

**Development Administration**

*Group Reports on Critical Development Sectors and Issues*

Oct. 19

**A. Agriculture**

1. Staudt, Chapter 11; "Agricultural Extension Reform" case (S, p. 235)
2. Peter Oakley, *Projects with People* (1991), pp. 26-31.
3. J. Dirck Stryker, "Technology, Human Pressure, and Ecology in the Arid and Semi-arid Tropics," 1989.
4. A. John DeBoer, "Sustainable Approaches to Hillside Agriculture Development," 1989.
5. "Agricultural Productivity Improvement: Cambodia"
6. Michael Lofchie, "China's Lessons for African Agriculture" (1988).

Oct. 19

**B. Natural Resources and the Environment**

1. Oakley, pp. 34-46, 107-118.
2. John O. Browder, "Development Alternatives for Tropical Rain Forests," 1989.
3. Norman Uphoff, "Local Institutional Development for Natural Resource Management," 1986.
4. H. Jeffrey Leonard, "Environment and the Poor: Development Strategies for a Common Agenda," 1989.
5. Charles Jordan, "Forestry Program Fights Rural Poverty"
6. Katrina Brandon and Michael Wells, "Planning for People and Parks," *World Development* 20, No. 4 (1992):557-570.
7. P. Wapner, *Environmental Activism and World Civic Politics*, pp. 86-88.
8. F. Vieta, "Ecotourism Propels Development," 1999.

Oct. 21

**C. Health**

1. Staudt, Chapter 12; "The Model Clinic Case" (S, pp. 195-96).
2. Oakley, pp. 46-53.
3. Norman Uphoff, "Local Institutional Development for Primary Health Care," 1986.
4. Gill Walt and Lucy Gilson, "Reforming the Health Sector in Developing Countries: The Central Role of Policy Analysis."
5. Ben Wisner, "Health of the Future/The Future of Health," 1992.
6. D. Bobiash, "The Most Welcome People: South-South Health Aid," 1992.

7. B.C. Smith, "The Decentralization of Health Care in Developing Countries: Organizational Options," 1997.

Oct. 21

**D. Refugee and Returnee Assistance and Development**

1. Peter Koehn, "Refugee Settlement and Repatriation in Africa: Development Prospects and Constraints," 1994.
2. Anderson and Woodrow, pp. 68-73, 259-278, 301-328.
3. International Symposium on *Refugees and Development Assistance: Training for Voluntary Repatriation*, "Strategic Action Agenda" and "Additional Workshop Recommendations," 1994, pp. 63-88. ®
4. Kerri Faughnan. "Kalehe Refugee Camp" case, 1995.
5. *Dialogus* (Winter 1994).